**Essay Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary** | **Proficient** | **Needs Improvement** | **Unsatisfactory** |
| *Central Claim*  *(Thesis) Statement* | Original, analytical, and argumentative claim. Central Claim statement is contextualized in the paper. Central Claim statement thoughtfully answers a question of historical significance. | Analytical and argumentative claim. Central Claim statement is contextualized in the paper. Central Claim answers a question of historical significance. | Central Claim statement contains an argument but is too broad and/or vague. Central Claim lacks explicit reasons. | Central Claim statement is unclear and/or historically inaccurate. Central Claim statement is factual and lacks reasons. Central Claim statement cannot be proven. |
| *Evidence* | All evidence explicitly and effectively proves the Central Claim.  All evidence is specific, relevant, and accurate. All evidence is necessary and proves the claim. | Most evidence explicitly and effectively proves the Central Claim. Most evidence is specific, relevant, and accurate.  Most evidence is necessary and proves the claim. | Evidence implicitly supports the Central Claim. Evidence explicitly connects to the Central Claim. There are examples of evidence that is vague and irrelevant. | Paper presents limited evidence in support of Central Claim. Evidence is inaccurate. The reasoning does not connect the evidence to the Central Claim. |
| *Organization of Paragraphs* | Paragraph effectively utilizes all four parts of a paragraph: Sub-Claims, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards proving the argument. Paragraphs are thoughtfully and effectively connected. | Paragraph includes all four parts of a paragraph: Sub-Claims, evidence, analysis, and transitions. Each paragraph is necessary and moves the paper towards the proving the argument. Paragraphs are connected with explicit connections. | Some paragraphs include all four parts of a paragraph: Sub-Claims, evidence, analysis, and transitions. There are repeated examples where paragraphs tell a narrative rather than move the paper towards proving the argument. Paragraphs are not clearly connecting to form a coherent essay. | Paragraphs lack the necessary elements. Paragraphs present redundant information that does not move the paper towards the proving the argument. |
| *Reasons* | Reasons insightfully and clearly support evidence to the Central Claim throughout the entire paper. Central Claim is proven.  Paper is cohesive. | Your reasons explicitly relate to the central claim but do not support the claim. Parts of Central Claim are proven. Reasons are based on evidence. | The reasons do not relate to the central claim or relate implicitly. The central claim is not proven. Reasons are not supported by evidence. | Reasons do not relate to the Central Claim. The Central Claim is not addressed and/or not discussed. |
| *Mechanics* | Writing is always clear and conveys an insightful purpose and point of view. In-text citations are properly formatted. | Writing is clear and conveys an appropriate purpose and point of view. In-text citations are properly formatted. | There are repeated examples of unclear and awkward writing. Writing conveys a somewhat clear and/or inconsistent purpose and point of view. In-text citations are not properly formatted at times. | Writing is confusing and conveys no clear purpose and point of view. Citations are missing or not properly formatted at all. |

Checkpoint 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/10

Rubric: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/90

Final Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/100